

Race and Gender in the Navy: America's Civil Rights Era Teacher Guide

Grade Level(s): High School Version (9th-12th Grade)

Objective: To study the issues and obstacles of equality for African Americans and women during the Civil Rights Era (1960s and 1970s) through the lens of the United States Navy.

SOLs: 2015 standards

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:

- a) Synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;
- b) Interpreting charts, graphs, and pictures to determine the characteristics of people, places, or events in Virginia and United States history;
- c) Constructing arguments using evidence from multiple sources
- d) Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- e) Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- f) Analyzing multiple connections across time and place;

VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by:

- c) analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO); **Essential Understandings: Millions of Americans served in the military during the Cold War
- d) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by:

- c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;
- g) evaluating and explaining the changes that occurred in American culture.

VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by:

- a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law; **Essential Knowledge: Ruth Bader Ginsberg; Civil Rights Movement provided a model that other minority groups have used to extend civil rights and promote equal justice.

Materials:

- 1 Computer loaded with “Race and Gender in the Navy: America’s Civil Rights Era” PowerPoint Presentation, *High School Version*
- 1 Projector
- 1 Projector screen (if applicable)
- Copies of Pre-Lesson Vocabulary Activity
- Copies of Reading Recruitment Posters Handout
- Copies of Jigsaw Analysis Articles
- Copies of Jigsaw Activity Sheet with Corresponding Questions (2-sided)
- (Optional) 1 History Mystery Seabag (Naval Museum or Images: See description below)

Total Time: 105-145 Minutes

Pre-Lesson Activity: 10 Minutes

Prior to introducing the lesson, have the students complete the Vocabulary Activity. ***This may be completed as a homework assignment the night before or as a warm-up activity.***

Introduction: (Slide 1) 5 Minutes

TTW (The teacher will) say, “Today we’re going to explore the history of African Americans and women in the Navy, including both their achievements and hardships during the 1960s and 1970s, otherwise known as the Civil Rights Era. There are two important pieces to the history of African Americans and women in the Navy: 1) Both groups have a long history of service to the Armed Forces. 2) While women and blacks served continuously throughout this time, they have had to overcome many prejudices. To put it bluntly, when African Americans and women served in the Navy, they faced two enemies: whatever enemy the Navy was fighting at the time, and the Navy itself.

Procedure: 75-85 Minutes

1. Background: 10 Minutes

- a. **(Slide 2)** TTW play the video “In the Navy.” TTW say, “The Navy allowed the Village People to shoot this on active Navy ships to get rights to use this video for recruitment. Based on the video, would you have been convinced to join? Why or why not? Do you think it was an accurate portrayal of life in the Navy in the 1970s?”
- b. **(Slide 3)** TTW allow the students to read the quote. TTW say, “As we have learned, the Civil Rights Movement was happening across the United States. Through a series of events, the U.S. Navy began to realize that they were in need of some updates and restructuring to ensure the civil rights of all their members.”
- c. **(Slide 4)** TTW allow the students to read the screen. TTW call attention to any pertinent information they wish.
- d. **(Slide 5)** TTW say, “This video will provide a little more background before we dive into our lesson.”

2. Recruitment: 20 Minutes

- a. **(Slide 6)** TTW allow the students to view the slide. TTW say, “In 1970, women made up approximately 38% of the civilian workforce and African Americans made up 11.1%.

This was a stark contrast from the 62% of men and 87.5% of whites occupying the remainder of the workforce. Let's see if the Navy demonstrated the same trend."

- b. **(Slide 7)** TTW allow the students to view the slide. TTW say, "In the same year, female officer and enlisted sailors made up 4.5% of naval personnel and in 1971, African Americans, both officer and enlisted, accounted for 6% of the total naval force. It would appear that some changes were going to be needed if the U.S. Navy was going to embrace equal civil rights for all races and both genders and reflect the demographics of American society at large."
- c. **(Slide 8)** TTW allow the students time to view the slide. TTW ask the questions posed on the slide. TTW will also say, "These are actual recruitment posters. What are your thoughts as you view these? Is there anything that bothers you about the message being sent? If you were a military spouse, how would you feel about the poster on the upper left of the slide? Do you feel that the Navy is trying to make an effort to be more inclusive?"
- d. **(Slides 9-11)** Primary Source Analysis Activity (10 minutes)
 - i. TTW give each student the "Reading Recruitment Posters" Handout.
 - ii. TTW ask the students to read the directions on the slide.
 - iii. TTW ask the students to work with 2-3 students around them to complete the Primary Source Analysis.
 - iv. TTW ask the students to share the results of their analysis.

4. Admiral Zumwalt: 5 Minutes

- a. **(Slide 12)** TTW say, "This lesson would not have been possible without the courageous efforts of Admiral Elmo Zumwalt. Admiral Zumwalt believed in bringing equality to the U. S. Navy. However, he faced enormous opposition to these efforts. Admiral Elmo Zumwalt was the Chief of Naval Operations in the early 1970s. He and his staff worked very hard to improve race relations between white and black sailors through changing people's minds." *Chief of Naval Operations is the highest ranking uniformed person in the Navy.*
- b. **(Slide 13)** TTW allow the students to read the slide. TTW say, "Admiral Zumwalt wrote memoranda that came to be known as Z-Grams. Through these, he instituted a number of programs designed to train African American sailors and women in numerous jobs. He also attempted to create committees in which sailors could discuss the problems they were having and come up with solutions. He worked directly with the sailors to learn their issues and solve them. His positive influence on race and gender relations was felt throughout the Navy—though not all people agreed with his policies."
- c. **(Slide 14)** TTW allow the students to read the slide. TTW say, "Due to the efforts of Admiral Zumwalt, both women and African American sailors saw advancements to higher ranking positions within the Navy. Commander Kathleen Byerly was one of the women who benefitted from the removal of rank caps which had previously limited how far a female could rise in her Naval Career."

5. Breakout Jigsaw Activity: 30-40 Minutes (Slide 15) (<https://www.jigsaw.org/>)

Procedure: In order to complete this activity, the students will make two transitions and work in two separate groups. Jigsaw breakouts are designed to allow all of the students

an opportunity to become an expert on one (or two) articles “Read and Analyze” and then share their knowledge with others in their Jigsaw Team “Puzzle Time”. Each student will be assigned one or two articles to read based on class size.

Recommended Breakout: Depending on the size of the class, the teacher should assign students to read & analyze one article apiece (24 or more students) at eight stations, or two articles (under 24 students) at four stations.

Here are suggested subgroups for the Read and Analyze time, though you can combine any two documents to form four groups:

Riots & Rule Breakers:	(A) Barbara Wujiack (B) USS <i>Kitty Hawk</i>
Fighting the Establishment:	(C) Justice through the Judicial System (D) Congressional Hearings
Naval Initiatives:	(E) Z-Gram 66 (F) Z-Gram 116
Civilian Initiatives:	(G) Civil Rights Act (H) Equal Rights Amendment

****Teachers will need to make copies of each article (A-H) depending on the size of the class.****

Recommended organization:

Students will initially sit with other students reading these same articles for the “Read and Analyze” portion of the Jigsaw before sharing that information with their Jigsaw Team during “Puzzle Time”. For example: Susie (Green Team) and John (Blue Team) are both assigned to read the Riots & Rule Breakers articles. They will sit together to read the articles and analyze the situation as a group. During Puzzle Time Susie will go to Green Team and John will go to Blue Team to teach their respective Jigsaw Team about what they learned.

- Assign Jigsaw Teams (Red, Blue, Green, Yellow) 4-8 students per group. This color corresponds to the students’ Jigsaw Team or teaching group.
- Assign one student at each Jigsaw Team to a Read and Analyze group. The teacher may allow each student to choose his or her article or may assign them using their discretion.

Each student will be given the Jigsaw Activity Page and corresponding questions, which should be copied two-sided in order to save paper.

Read & Analyze (10-20 minutes): The students should be given time to read their article(s) independently (5-10 minutes). They will then work with the other students who read the same article in order to answer the questions on the back of their paper, and complete one of the puzzle sections on their paper with the answers to their questions (5-10 minutes).

Puzzle Time (20-30 minutes): The students will then move to their Jigsaw Team. Each group should be comprised of one student from each Analysis group. This means that teachers will either have eight students per group or four students per group depending on if the articles were studied individually or in pairs. This is the color group (Red, Blue, Green, Yellow, etc.). Each student will take turns teaching the others on their Jigsaw Team about the article they just analyzed. The group members will complete the remaining spaces on their Jigsaw Puzzle sheet as each member of the group shares about the different articles. Once the Jigsaw Puzzles are completed, the students should return to their seats for the closure activity.

6. Glass Ceiling: 10 Minutes

- a. **(Slide 16)** TTW define the term glass ceiling. TTW say, “For years women and African Americans have fought for equal pay for equal work. Even today, many women and minorities make .80 cents to the \$1.00 of other employees. Recently, Hollywood and the National Women’s Soccer League have publicly exposed the discrepancies between what female and male actors and athletes earn. The concept of the glass ceiling began to be discussed during the Civil Rights Era.”
- b. **(Slide 17)** TTW say, “The following video contains clips from a 1974 movie produced by the Navy. The video highlights changes to Navy policy to allow women to serve on ships but also includes some intriguing examples of the glass ceiling and sexism in action. Watch the video and decide where you see the glass ceiling.”
- c. **(Slide 18)** TTW ask the students to respond to the questions on the screen verbally.

7. All Hands Closure: (10-15 Minutes)

- a. **(Slide 19)** Engage the entire class in an “all hands” discussion to respond to the questions on the PPT.
- b. **(Slide 20)** Closing statement:
TTW say, “Throughout the years, African Americans and women have dealt with oppression, prejudice, and mistreatment in the U.S. Navy. It is amazing that they have served as honorably as they have given that the Navy has not always put them on equal footing. In the past sixty years, many positive steps forward have taken place. However, there is still more to be done. It is certain that our nation needs a navy, and to be a good navy, it needs to treat all of its sailors equally. As Admiral Zumwalt said, “There is no black Navy, no white Navy—just one Navy—the United States Navy.”

***Optional Activity: History Mystery Seabag: 15 Minutes**

The high school level seabag is available for checkout from the Hampton Roads Naval Museum. The “seabag” activity can also be completed using the image and description cards. Complete Seabag directions can also be found on the History Mystery Seabag instruction Sheet. The directions listed below also cover the activity procedure.

- a. Students will take turns selecting one item out of the bag.
- b. Students will attempt to identify the object or image.
- c. Students will read the corresponding card to the class.